

Part Time NQT Teacher of Science Biology Application Pack

Our school has a **learning culture** that is aspirational, has high expectations and celebrates success



Teachers make the education of their Students and students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their Students and students.

Teachers' Standards 2012

Letter from the Headteacher

Dear Candidate,

I am delighted that you are looking to apply for a job here at Birchwood Community High School. I feel very lucky to be the headteacher at this vibrant school. After only joining myself in September 2019, I am very excited about what we can achieve over the coming years.

Our staff are passionate about education and believe that all young people should be inspired to be the very best that they can be. Our vision and values articulate the things that we put importance on and also encapsulate the school's spirit: we are a team. The staff know this, our parents/carers know this and, most importantly, our Students and students know this.

We believe in the power of knowledge and the importance of a challenging, word-rich curriculum for all. That said, we are not all about the academic, we actively teach social responsibility and direct students in acts of kindness within the school setting but also in our wider community. We view it as our duty to ensure they leave us with high aspirations, secure knowledge and a kind heart.

We pride ourselves on being underpinned by the strongest foundations of discipline, respect, tolerance and compassion – we ensure our Students know the difference between right and wrong. We offer a very strong extra-curricular programme with every member of staff offering a provision, it is an aspect of our school community that we are very proud of, and rightly so.

We know that our students are excellent people and they thrive in a culture of achievement and success; we have high expectations, encouraging our students to be aspirational in their learning and to enjoy all aspects of school life. Academic standards at Birchwood Community high school are good for all students irrespective of their starting point. However, we know that we are all capable of even more. We continue to strive to improve levels of student achievement and move towards being recognised as outstanding in all areas.

Our website and this application summary can only give you a flavour of who we are, but I hope that it will inspire you to apply for the Teacher of Science vacancy. If you have any questions or need any further information about this fantastic opportunity, please do not hesitate to contact the us on joinus@birchwoodhigh.org

I look forward to reading your application,



Ms Emma Mills
Headteacher

The Post: Teacher of Science

Salary	Main Pay Range
Contract type and term	Part Time fixed term for 1 year maternity Cover
Start date	September 2021
Applications to:	Joinus@birchwoodhigh.org

We seek to appoint a well-qualified, enthusiastic and energetic Teacher of Science to join our hardworking and successful department at Birchwood Community High School. The ideal candidate will be focused on high quality teaching in science and a passion for working with young people. This post would be suitable for newly qualified teachers. The successful candidate will be:

- able to inspire and motivate Students and students
- able to work collaboratively with the department and wider school staff
- committed to raising standards of learning for all
- focused on improving teaching and learning
- a creative and innovative thinker
- a team player with excellent interpersonal and communication skills
- committed to improving levels of participation and performance in extra-curricular activities
- keen to engage in their own continuous professional development

Birchwood Community High School is committed to safeguarding and the process of safer recruitment. As a result, this post is subject to an enhanced Disclosure and Barring Service check. Candidates who return their application electronically will be expected to sign the declaration if they are shortlisted. All shortlisted candidates will be expected to prove their identity and bring a copy of their current DBS certificate. The successful candidate will be expected to show original copies of qualifications and further proof of their identity.

The Science Department

The successful candidate will be joining a hardworking and cohesive team of ten science specialists and two laboratory technicians, who are fully committed to improving the quality of learning and teaching. They are professional, creative and ready to try out new strategies and approaches. We are looking for a talented and enthusiastic teacher of science to join this dynamic team.

Over the last few years, the Science results at Key Stage 4 have shown steady improvement and the team is determined to continue this trend. This is an exciting opportunity for an inspirational science specialist to implement the school vision and lead the team, to further improve outcomes in science for Students and students at Birchwood Community Academy.

The Science department is situated in its own building containing five well-equipped laboratories and three smaller classrooms. A prep room is at the centre of the building providing easily accessible resources for all lessons. There is a large science office where the team meet to plan and work

collaboratively. In addition, there is a custom designed laboratory in our college building, used exclusively for the delivery of KS5 lessons.

At Key Stage 3 our Students have 7 one-hour lessons of science per fortnight and study a combination of materials from the new Exploring Science scheme as well as using a range of other material to enrich and compliment. All classes in KS3 are mixed ability and KS4 are taught in sets.

The department offers two pathways to meet the needs of all our Students at Key Stage 4, with eight classes in each year group. Typically, two of these classes will contain our more able Students who will be studying the AQA Science Suite Triple Science (3 GCSEs) in Biology (8461), Chemistry (8462) and Physics (8463). Six classes are taught the AQA GCSE Combined Science: Trilogy (2 GCSEs) (8464). All GCSE classes have three separate subject specialists in Biology, Chemistry and Physics and have 10 one-hour lessons of science per fortnight, with separate science Students having a further 2 lessons.

In September 2010, we opened Birchwood College; our purpose built sixth form which now offers Level 3 BTEC Applied Science and Level 3 BTEC Forensic Science.

Extra-curricular activities are encouraged by the department. Currently we run a KS3 STEM club; have teams involved in both the Go4Set and Sellafield Big Bang competitions; and organise various other trips to scientific events, including the GCSE Science Live shows and the local Rotary Club's sponsored "Excitement of Science" show.

We hope you feel excited about the challenges of joining our hard working, supportive team as we continue to deliver improved outcomes. We look forward to hearing from you.

Application Process

Closing Date: Monday 21 June 2021 Interview Date: w/c 28 June 2021

The application form can be downloaded from the "Join Us" section of the website www.birchwoodhigh.org Please complete this and return it to the school. In addition, please submit an accompanying statement to outline how your experiences demonstrate that you meet the person specification. Maximum two sides of A4, size 12 font.

Email applications are welcome. Please return electronic applications to joinus@birchwoodhigh.org or by post, marked Teacher of Science to:

Mrs J. Calderbank
Birchwood Community High School
Brock Road
Birchwood
Warrington
WA3 7PT

Telephone: 01925 853500 **Website:** www.birchwoodhigh.org

For an informal discussion, please contact Head of Department, Mrs Dannan either by telephone or **E-Mail:** wdannan@birchwoodhigh.org

Job Description: Subject Teacher

Purpose

To work as a member of a departmental team and teach Students and students across the age and ability range promoting the highest possible standards of learning and teaching.

Responsible to: Head of Department

PRINCIPAL RESPONSIBILITIES

1. To plan, prepare, teach and evaluate lessons, which are good or better in a professional manner.
2. To take responsibility for the academic progress in the subject for classes taught and ensure underachievement is identified and addressed in line with school policies.
3. To mark Students' work on a regular basis and maintain high standards of record keeping in line with school policies on assessment and marking.
4. To implement the departmental homework policy.
5. To maintain a high standard of discipline in the classroom and both on and off site in accordance with school policy.
6. To take responsibility (sometimes jointly) for own teaching base maintaining high standards of tidiness and high-quality displays of learner work.
7. To take reasonable care and precautions to ensure the Health and Safety of yourself and others; and to do nothing by act or omission, which might compromise your own or others' Health and Safety. As such be familiar with all Health and Safety aspects relating to your work and ensure that other employees, Students and students are adhering to Health and Safety regulations, rules, routines and procedures (See Health & Safety Policy).
8. To be responsible for resource supervision and operate a system of stock control in line with departmental policy to minimise wastage.
9. To work as a team member, led by the Head of Department, in preparing suitable teaching materials for Students of all abilities so that progress is made in every lesson.
10. To take on responsibility within the Department as agreed with the Head of Department.
11. To implement whole school policies.
12. To follow whole school procedures regarding learner movement to/from the and at the start/end of lessons - including taking a class register at the beginning of each lesson.
13. To keep up to date with developments in the specialist subject area and attend CPD courses as appropriate
14. To take part in the school's Appraisal Review process

The job description may be modified by the Headteacher with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Person Specification Post: Subject Teacher

I: Interview R: Reference

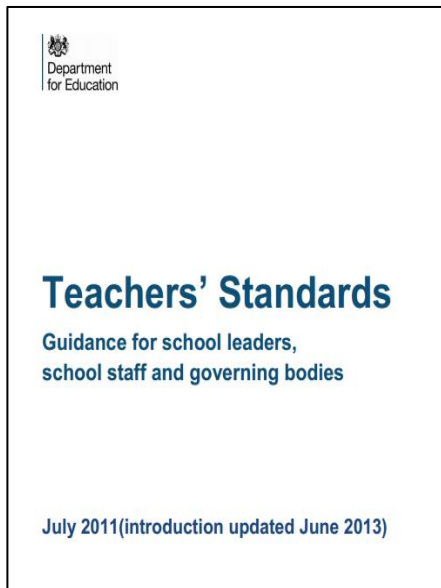
A: Application Form

Characteristics	Essential	Desirable	Evidence
Qualifications	<p>Qualified Teacher or NQT</p> <p>Graduate</p>	<p>Evidence of continuous professional development</p> <p>Willingness to undertake further professional development</p>	<p>A</p> <p>I</p>
Experience and Knowledge	<p>High level of specialist subject knowledge</p> <p>Successful teaching experience in 2 key stages</p> <p>Ability to inspire Students in all 3 Key Stages</p> <p>Ability to teach Personal Development Curriculum (PDC)</p>	<p>Ability to teach more than one subject</p> <p>Knowledge of core standards for teachers and how they apply in practice</p> <p>Willingness to contribute to the wider life of the school</p>	<p>A, I</p> <p>R, I</p> <p>I, R</p> <p>A, I</p>
Vision and Values	<p>Commitment to comprehensive, inclusive, community education</p> <p>Commitment to safeguarding and protecting children and young people</p> <p>Passion for own subject specialism/excellence</p>		<p>A, I</p> <p>I</p> <p>R, I</p>
Skills	<p>Ability to motivate Students of all abilities to learn and to make good progress</p> <p>Good oral & written communication skills</p> <p>Ability to listen & respond to young people establishing excellent relationships with them</p> <p>Ability to analyse data effectively and use data to set clear, challenging targets</p> <p>Ability to use ICT for planning, teaching, organisation and assessment purposes</p> <p>Ability to plan consistently, creatively and effectively to support excellent progress</p> <p>Very good classroom management</p>	<p>Ability to use e-technologies effectively</p>	<p>R, I</p> <p>A, I</p> <p>A, I</p> <p>I, R</p> <p>R</p> <p>R, A</p> <p>I</p> <p>I, R</p>

	<p>Ability to reflect upon own practice & respect the contribution of others</p> <p>Ability to work effectively as part of a team</p>		R, A
Other	<p>Good sense of humour and positive attitude</p> <p>Excellent role model to Students & students</p> <p>Good health and attendance record</p> <p>Ability to organise learning resources and accommodation efficiently</p>	Understanding of Health & Safety	<p>I</p> <p>R, I</p> <p>R</p> <p>R</p>

Please note the assessment process will include an assessment of the candidate's suitability to work with children and young people.

Teaching Responsibilities



The Teachers' Standards apply to:

1. trainees working towards QTS;
2. all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and
3. teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf

The generic teachers' job description applies to all teachers regardless of the stage of their career. As a teacher's career progresses they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they work. Birchwood Community High School expects all teachers to demonstrate that their practice is consistent with the Teachers' Standards. As such this job description has the Standards at its core. See the appendix for the Person Specification.

PART ONE: TEACHING

1. Set high expectations which inspire, motivate and challenge Students and students
2. Promote good progress and outcomes by Students and students
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all Students and students
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. treating Students and students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 2. having regard for the need to safeguard Students and students' well-being, in accordance with statutory provisions
 3. showing tolerance of and respect for the rights of others
 4. not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 5. ensuring that personal beliefs are not expressed in ways which exploit Students and students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
 - Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Main Teaching Duties

1. Set high expectations which inspire, motivate and challenge Students and students
<ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. <p>Other</p> <ol style="list-style-type: none"> I. Maintain an exemplary classroom environment

2. Promote good progress and outcomes by Students and students
<ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes <ol style="list-style-type: none"> I. Use and promote achievement of the aspirational targets as our benchmark II. Monitor attainment (Levels and Grades) and progress (Levels of Progress) against aspirational targets III. Explore every strategy for Students and students to achieve their aspirational targets IV. Liaise with Head of Department, the SENCO and the Oak Suite Staff, and Senior Leaders to agree and implement appropriate interventions • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs <ol style="list-style-type: none"> V. Ensure that Students' and students' progress and achievements are acknowledged and reported early to Students and students • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

- encourage pupils to take a responsible and conscientious attitude to their own work and study

VI. *Nurture outstanding behaviour for learning, specifically personal organisation, independence and resilience as essential behaviours*

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
 - Implement the School's Learning and Teaching Policy without exception*
 - Implement the Quality First Learning and Teaching Expectations without exception*
 - Use new and emerging technologies as appropriate to increase learning*
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all Students and students

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- **know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements**
- **make use of formative and summative assessment to secure pupils' progress**
 - I. *Maintain class records (attendance, seating plans, homework completion, learner and student books/folders/e-folders and attainment records) in order to improve learning and progress*
 - II. *Use a range of Assessment for Learning techniques to assess progress against the learning outcomes. Intervene as appropriate at the point of learning in the classroom or make other arrangements outside of curriculum time*
- **use relevant data to monitor progress, set targets, and plan subsequent lessons**
- **give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback**
 - III. *Ensure Students' and students' work is assessed in a timely fashion according to the Marking and Feedback Policy. As a result, all formative and summative feedback have an impact on motivation and learning*

Other:

- IV. *Complete data reviews and reports as required and adhere to the agreed quality standard*
- V. *Manage the timely production of appropriate internal exams and assessments*
- VI. *Manage the timely provision of information for external exams purposes and the completion of controlled assessments*
- VII. *Provide, or contribute to, oral and written assessments, reports and references relating to individual Students and students and groups of Students and students*

7. Manage behaviour effectively to ensure a good and safe learning environment

- **have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy**
- **have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly**
 - I. *Implement the 'Right to Learn, Right to Teach' positive behaviour management system by regular use of praise, recognition of achievement and by use of the agreed reward system including APPs rewards*
 - II. *Implement the 'Right to Learn, Right to Teach' positive behaviour management system by consistent use of and follow up of the on call system*
- **manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them**
 - III. *Establish a purposeful working atmosphere which in which Students and students feel secure and confident*
 - IV. *Set high expectations of Students and students' behaviour through well-focused learning and teaching strategies*
 - V. *Consistently use the 'Right to Learn, Right to Teach' procedures*
- **maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.**

- I. *Model a positive, 'can do' attitude and best interests approach in all transactions*
- II. *Nurture outstanding behaviour for learning, specifically independence and resilience as essential behaviours*

Other

- III. *Prioritise the safeguarding of Students and students, staff and all visitors by following school policy without exception*
- IV. *Discharge your duty of care for your own and others' health and safety without exception*
- V. *Promote the welfare of all Students and students and staff without exception*

8. Fulfil wider professional responsibilities

• make a positive contribution to the wider life and ethos of the school

- I. *Participate in the training programmes for ITT, School Direct trainees and NQT*
- II. *Contribute to the enrichment and extra-curricular activities programme*
- III. *Take an active role in all consultation and review processes*

• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

- IV. *Form professional and collaborative working relationships with colleagues and motivate staff; promote teamwork and collegiality*

• deploy support staff effectively

- V. *Share planning in advance with Teaching Assistants and other adults where appropriate*

• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

- VI. *Be committed to your own (and others) professional development and engage with staff development opportunities*
- VII. *Monitor the impact of CPD on classroom practice and share outcomes*
- VIII. *Keep School CPD Genie records up to date*

• communicate effectively with parents with regard to pupils' achievements and well-being

Other

- IX. *Prepare for and participate constructively in meetings and training sessions*
- X. *Use the calendar effectively to prioritise tasks and plan in detail*
- XI. *Follow the Staff Code of Conduct at all times*

Other Responsibilities

9. Form Tutor Responsibilities

- I. Complete the statutory registration of Students and students on time and with diligence*
- II. Adhere to the quality standard for the daily form and assembly session*
- III. Follow the agreed schedule for form time and Learning for Life sessions*
- IV. Ensure standards of uniform are adhered to*
- V. Ensure Students and students are prepared for learning with all of their equipment for learning*
- VI. Meet the statutory obligation to perform a daily act of collective act of worship and an opportunity for quiet reflection*
- VII. Sign and date the learner planner diary on a weekly basis*
- VIII. Monitor the effective use of the planner and that homework is consistently set*
- IX. Deliver and participate in the citizenship programme through the Learning for Life sessions*
- X. Complete year specific duties, for example assisting and supporting Students and students in their option choices*
- XI. Encourage learner and student participation in the wider life of the school; e.g. through the form delegate meetings and school council, as buddies, prefect status and extra- curricular clubs*
- XII. Celebrate achievement*
- XIII. Have an up-to-date celebration board in the form room*
- XIV. Assist in the preparation and delivery of assemblies if required*
- XV. Liaise with and work under the leadership of the Year Team Leader*

Notes

1. Other duties will be required as and when necessary to the post from time to time. The job description is current at the date shown but, in conjunction, with the post-holder, may be revised by the Headteacher to reflect and anticipate changes in the job that are commensurate with the grade and job title. Such variations that are made to the duties and responsibilities will not change the general character of the post. These will be as specified in the School Teachers' Pay and Conditions Document.
2. Advise the School of any disability you may have or develop so that the School can endeavour to make any necessary reasonable adjustments to the job and the working environment.
3. The post holder must carry out their duties with full regard to equal opportunities and act in compliance with data protection law in respecting the privacy of personal information held by the School.